

## EDISTO ELEMENTARY

136 Woodolive Lane  
Orangeburg, South Carolina 29039

**GRADES** 3-5 Elementary School

**ENROLLMENT** 712 Students

**PRINCIPAL** Belinda Johnson 803-531-7646

**SUPERINTENDENT** Dr. Sandra F. Tonnsen 803-534-8081

**BOARD CHAIR** Mr. Aaron Rudd 803-534-8081

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	43	58	2	0

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 13 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

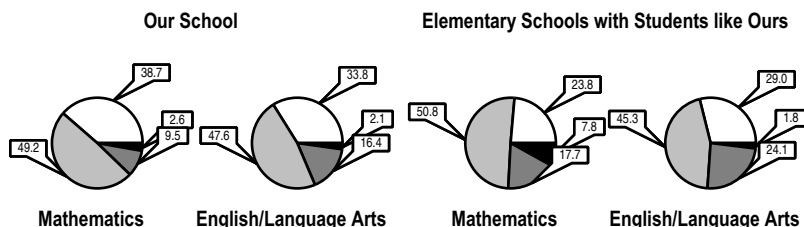
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




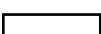
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Unsatisfactory	N/A
2002	Average	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	45	220	65
Percent satisfied with learning environment	91.1%	71.0%	77.0%
Percent satisfied with social and physical environment	100.0%	72.5%	56.7%
Percent satisfied with home-school relations	51.1%	75.9%	79.0%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	712	99.7	33.8	47.6	16.4	2.1	18.6	17.6
Gender								
Male	357	99.4	40.5	47.4	11.2	0.9	12.1	17.6
Female	355	100.0	27.2	48.1	21.5	3.3	24.8	17.6
Racial/Ethnic Group								
White	347	99.4	26.9	48.1	21.3	3.7	25.0	17.6
African-American	360	100.0	40.2	47.6	11.6	0.6	12.2	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	619	99.7	31.2	48.7	17.8	2.3	20.2	17.6
Disabled	93	100.0	61.4	36.8	1.8	N/A	1.8	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	712	99.7	33.8	47.6	16.4	2.1	18.6	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	712	99.7	33.8	47.4	16.7	2.2	18.8	17.6
Socio-Economic Status								
Subsidized meals	477	99.6	41.4	45.0	12.5	1.1	13.6	17.6
Full-pay meals	235	100.0	18.4	53.0	24.4	4.1	28.6	17.6

Mathematics								
All students	712	99.9	38.7	49.2	9.5	2.6	12.0	15.5
Gender								
Male	357	99.7	38.8	49.1	10.0	2.2	12.2	15.5
Female	355	100.0	38.8	49.3	9.0	3.0	11.9	15.5
Racial/Ethnic Group								
White	347	99.7	29.5	51.4	14.8	4.3	19.1	15.5
African-American	360	100.0	48.2	46.9	4.0	0.9	4.9	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	619	99.8	36.1	50.9	10.1	2.8	13.0	15.5
Disabled	93	100.0	67.3	30.9	1.8	N/A	1.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	712	99.9	38.7	49.2	9.5	2.6	12.0	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	712	99.9	38.8	49.0	9.6	2.6	12.2	15.5
Socio-Economic Status								
Subsidized meals	477	99.8	45.7	46.6	6.1	1.6	7.7	15.5
Full-pay meals	235	100.0	24.5	54.6	16.2	4.6	20.8	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	205	N/A	24.0	42.6	29.9	3.4	33.3
	Grade 4	221	N/A	32.1	50.9	16.5	0.5	17.0
	Grade 5	236	N/A	36.3	54.4	9.3	N/A	9.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	231	100.0	25.4	44.0	26.3	4.3	30.6
	Grade 4	232	99.1	28.1	50.2	19.8	1.8	21.7
	Grade 5	249	100.0	46.8	48.5	4.3	0.4	4.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	205	N/A	37.7	42.2	15.7	4.4	20.1
	Grade 4	221	N/A	41.5	40.6	12.9	5.1	18.0
	Grade 5	236	N/A	56.2	36.3	4.0	3.5	7.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	231	100.0	25.8	57.4	13.9	2.9	16.7
	Grade 4	232	99.6	34.4	48.2	13.3	4.1	17.4
	Grade 5	249	100.0	54.6	42.8	1.7	0.9	2.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 712)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.9%	Up from 1.1%	2.6%	2.4%
Attendance rate	93.5%	Down from 100.0%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	5.9%	Down from 7.1%	11.5%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	8.4%	Up from 7.8%	8.4%	8.0%
Older than usual for grade	2.0%	Down from 2.2%	1.3%	1.1%
Suspended or expelled	0.4%	Up from 0.3%	0.0%	0.0%

Teachers (n= 39)				
Teachers with advanced degrees	33.3%	Down from 40.0%	47.1%	50.0%
Continuing contract teachers	87.2%	Up from 82.5%	85.7%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.7%	Up from 86.9%	86.4%	86.2%
Teacher attendance rate	98.0%	Up from 93.6%	95.3%	95.3%
Average teacher salary	\$37,057	Down 1.8%	\$39,326	\$39,909
Prof. development days/teacher	12.9 days	Up from 6.6 days	12.2 days	11.4 days

School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio	23.5 to 1	Up from 21.8 to 1	18.9 to 1	18.9 to 1
Prime instructional time	88.2%	Down from 92.5%	89.5%	89.7%
Dollars spent per pupil*	\$4,704	Up 0.4%	\$5,780	\$5,892
Percent spent on teacher salaries*	61.7%	Up from 60.8%	66.6%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.3%	Up from 94.6%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Edisto Elementary School (EES) serves students in grades three, four, and five. Academic achievement for every child is our emphasis. Teachers use the South Carolina Curriculum Standards as the foundation for planning lessons and targeting teaching strategies. Other additional resources are blended to emphasize those skills. A new resource, Accelerated Math, was implemented this year. Accelerated Math is a scientifically based technology program that uses technology and the South Carolina Curriculum Standards to ensure students' mastery of appropriate math skills. Each student is administered a diagnostic test at the beginning of the year to identify the library in which they will be working. Next, the teacher teaches the skills. Then, practice activities are also supplied. When the student has mastered the practice skills, they are administered a computer generated test. It is the students' responsibility to "score" their tests using a scanner. The student receives immediate feedback and then recognizes the skills in which he/she is deficient. The final step is the conference among the teacher and student. The process is then repeated. This new math program is welcome on this campus. Not only does it continue to keep the interest of students but also, it provides instant feedback to the students and teachers, it is aligned with the South Carolina Curriculum Standards, and the students expect independent work.

Our thrust to encourage good citizenship is provided through the character education program. Character traits are announced each morning along with a short narrative to affirm that trait. Under the direction of the guidance counselors, teachers and students recognize persons who show good character each day. At the end of the day, those names are announced over the public announcement system.

Other activities are held to encourage success. They include Awards Day at the end of each nine weeks, DARE Program, Cougar 4-H Club, Student Congress, and the EES Chorus.

Parents and members of the community are key components to our success. Active parent volunteers visit daily to assist where needed. In addition, parents serve as guest speakers in classes and are very active in Career Day.

We believe that students, parents, teachers, and the community will continue to work together to promote the educational welfare "For the Children."

Belinda Johnson  
Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.